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ABSTRACT

Three papers focus on problems of women in higher education. The lead article by Janice Brandstrom presents a model plan to recruit and retain more women in non-traditional vocational programs, and to assist women in obtaining related employment after completion. It describes a five-phase Career Development Program including suggestions for recruiting activities, courses and programs, counseling and support services, and job placement programs. Carol Gross reports enrollment data in terms of unduplicated headcounts for fall 1971 and 1976 for 13 Oregon community colleges. Following nationwide trends, female enrollment increased--from 48% of the total in 1971 to 56% in 1976. The percentage of females over 24 years of age increased from 33% to 58%. Helen Remick describes personnel audits conducted for Higher Education Personnel (HEP) and State Department of Personnel (DOP) positions in Washington in 1973 to establish comparable salaries for comparable jobs. The results presented are for HEP only and indicate that "women's" jobs (those where at least 70% of persons holding the job are female) did not receive compensation in the same manner as "men's" jobs (where at least 70% of persons holding the job are male). At the lowest level, women received $150 less per month; at the highest level, the difference was about $400 per month. The salaries of "women's" jobs averaged 75% of those of "men's." (DR)

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EDUCATIONAL EQUITY ISSUES IN COMMUNITY COLLEGES

COLLECTED PAPERS

Northwest Women Studies
Resource Bank
Washington State University
Pullman, Washington

Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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edited by
Carol J. Gross

Northwest Women Studies Resource Bank
Washington State University
Pullman, Washington

1978

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PREFACE

Publication of these occasional papers serves two purposes: (1) it provides people in women studies with information which is not available elsewhere, and (2) it provides the authors a means to disseminate information they want to share. The Northwest Women Studies Resource Bank accomplishes its purpose of providing a link between those who have information and those who want and need information.

As problem areas in women studies were identified by the Resource Bank, a search was conducted to find information which might be useful in solving the problems. Community colleges face many problems. One of these is recruiting students. Older women are returning to community colleges in larger numbers than any other group of students. (See Returning Women Students in Oregon Community Colleges: 1971 and 1976.) These students have a right to expect that programs will be developed to meet their needs. (See Recruiting Women for Nontraditional Vocational Education.) As good programs are developed, the program itself is likely to attract more students. And so the problems of a number of people are solved.

Women's programs suffer from lack of adequate funding. Many staff members, particularly at the community college level, are part-time with no resources or staff for support. The paper, Comparable Worth: Equal Pay for Equal Worth, should provide new insights into the problem.

Evaluation of new social change programs is controversial. Women studies programs want to conduct self-evaluations rather than relying on outsiders who may not understand the purposes of the program. And yet, many do not have skills to evaluate. The article, Program Evaluation: A Look at the Current State of the Art, will provide a start for those who want to understand the process of evaluation.

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RECRUITING WOMEN FOR NONTRADITIONAL VOCATIONAL EDUCATION

A Model Program Prepared for
the Oregon State Department of Education

Janice M. Brandstrom, M.A.
Coordinator of Career Development

Lane Community College
Eugene, Oregon

I. Introduction

The preparation for employment which the education system at all levels is providing women is inappropriate and inadequate. New social and economic conditions have caused changes in women's lives. More and more women are returning to the job market, many with children still at home. Because most of them do so out of economic necessity, it is imperative that they be able to earn an adequate wage. It is well known that entry level, traditional "women's jobs" do not pay as well as entry level, traditional "men's jobs." Therefore, many women would be pleased to do "men's work" if they could gain entry into better-paying, skilled and semi-skilled fields.

Before many women will enter vocational-technical training programs, changes will be needed in the educational system in at least grades K through 14. Steiger and Cooper, in discussing the shortcomings of vocational training for women, indict the schools for being slower than the larger society at adapting to required changes:

> Perhaps more serious than the immediate failings of women's vocational classes is the extent to which schools in general tend to inculcate stereotyped images of women and work. Textbooks, course offerings, guidance counseling systems and the personal attitudes conveyed by many teachers combine, sometimes subtly and sometimes bluntly, to perpetuate restrictive images of the woman's proper role, on the job and elsewhere. In this respect the schools only reflect what have been the predominant attitudes of U.S. society as a whole, but the schools appear to be changing more slowly than the society at large. And the failure of the educational system to adapt to new realities is particularly serious because of the central role assigned to schools in the socialization of both men and women. If students emerge from school handicapped by outmoded attitudes, perceptions and training, they will find that society offers them little opportunity to change in their adult lives.[1]

For purposes of this paper, a nontraditional occupation for women will be defined as one in which women constitute less than 38 percent of that particular occupation. The 38 percent figure has been borrowed from the Bureau of Occupational and Adult Education of HEW. The Bureau staff arrived at their definition in the following manner:

> Although most of the traditionally female occupations--nurse, secretary and librarian, for example--are easily identifiable, there exists no universally accepted definition of traditional versus nontraditional occupation for a woman. It was necessary, therefore, to establish a working definition to serve as the foundation for this document. By researching Bureau of the Census and Department of Labor statistics, we determined that as of 1970 (the first year of publication for the literature included herein), the average proportion of women in the labor force was 38 percent. Using this information as our base, we defined a nontraditional occupation as one where women constitute less than 38 percent of that particular occupation, feeling that if women make up a certain percentage of the labor force, they should make up that percentage in each occupation in which they are employed.[2]

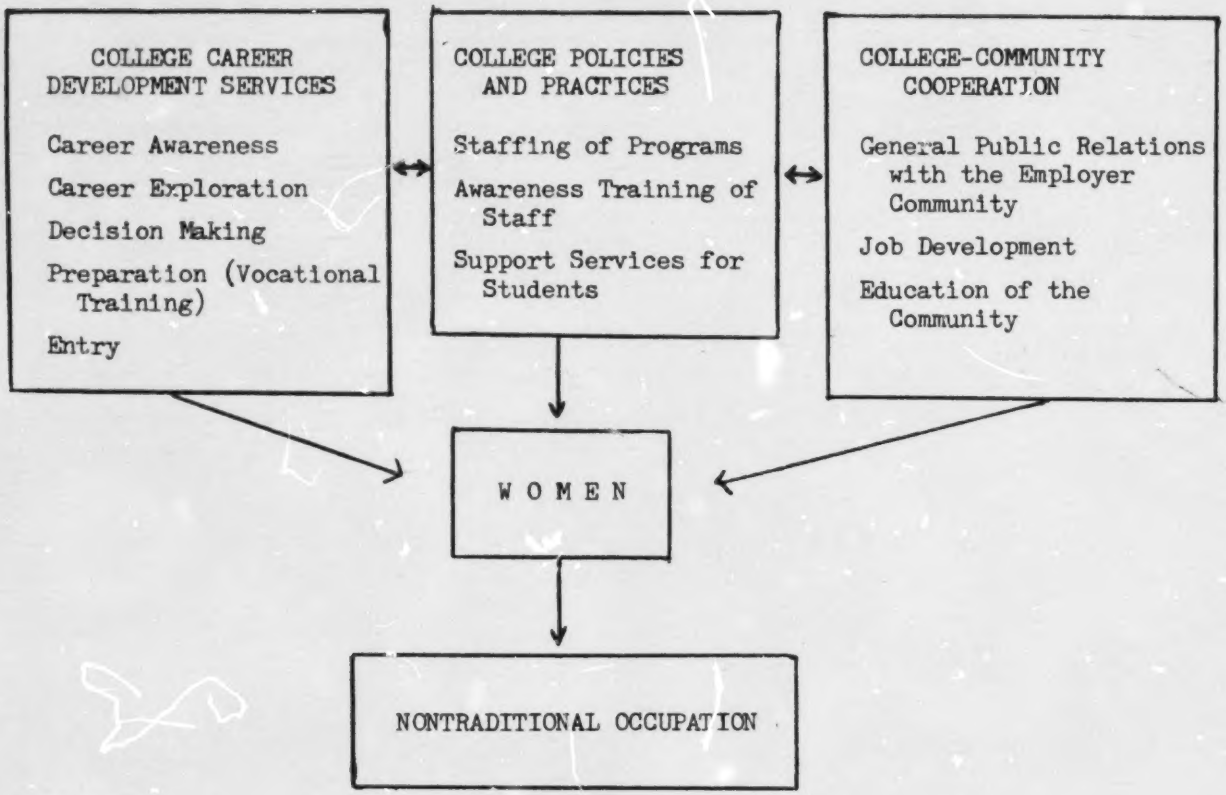
While educators have recently become committed to providing a wider range of vocational training opportunities for women, it is not yet clear to them how this goal can be accomplished. Some educators ask, "How can we get homemakers to leave the home and enter training programs in mechanics or welding?" Community college counselors and others who work closely with women students who have returned to school after a lengthy absence tell us the process is not that simple. A host of personal, psychological and economic factors must be considered before a homemaker becomes a welder.

This paper will provide community college educators with ideas and models for accomplishing the following goals:

1. Recruiting women into vocational training programs at community colleges.
2. Keeping women in the programs once they have been recruited.
3. Assisting women to gain entry into the nontraditional job market once they have acquired the necessary training.

Special attention will be paid to eliminating those personal, psychological and economic barriers which have operated to keep women out of nontraditional vocational training. This plan will address the elimination of these barriers from three perspectives: 1) How can the community college, specifically through its career development programs and related services, encourage women to enter nontraditional vocational training; 2) How can other college policies and practices assist in this process; and 3) How can the community college cooperate with the community to encourage women to enter vocational training. A diagram of the model is shown in Figure 1.

Figure 1: The three perspectives which can operate to assist women in entering vocational training.



This plan can be used as a model for recruiting and program planning for other groups (e.g., handicapped, ethnic minorities). The transportability aspects of the model for other groups will be discussed at the conclusion of the paper.

II. College Career Development Services

As a framework for this part of the discussion I would like to use a model of career education given by Kenneth Hoyt, Associate Commissioner for Career Education, U.S. Office of Education: "Career education includes career awareness, exploration, decision making, preparation, entry and advancement. Vocational education has only one of these components--career preparation--as its main thrust."[3] These various phases of the developmental process of career education are sequential and occur in the order in which Hoyt mentioned them. However, when applying the model to adults, the sequential order often is somewhat rearranged. Nevertheless, it would be unlikely that an adult would start the career education process at the entry point or at the advancement stage without first going through some awareness, exploration, decision making and preparation (vocational education) experiences.

Because these career development steps are sequential and simultaneous, an adult woman considering a career or occupation outside the home for the first time ever, or for the first time in many years, would most productively start with the career awareness and exploration phases. It is not likely that in the 1970s she will decide to enter vocational training as a welder without somehow going through the processes of career awareness, exploration and decision making.

Figure 2 illustrates Hoyt's career education phases. It also shows that women can enter the career development process at any point along the continuum depending upon their own life's experiences and needs. Thus the model is suited for women in all stages of life--junior high student, high school student, adult woman at home and adult woman working outside the home.

A. Career Awareness Phase

How can we make women aware that vocational training programs are open to them? Since "they have always been open to women" but few have chosen to enter, just what is the problem? Answers to these questions are closely linked to two psychological-sociological phenomena--self-concept and "appropriate" sex-role behavior.

American society draws rigid boundaries around a narrow field of what are considered to be acceptable behaviors and activities for people based

upon sex.[4] Men are expected to be good at mathematics, while women are expected to be the opposite. Women are expected to be nurturant toward others while men are discouraged from such behaviors. These rigid categories of proper behavior according to one's sex have caused women and men to develop limited self-concepts by proscribing certain kinds of activities for each gender group. In addition, this restriction of activities based upon "proper behavior for a woman" has left many women with a legacy of reduced career choices because their limited self-concepts prevent them from considering a wide range of occupations. They do not want to be considered "unfeminine" by selecting a "male" occupation. Their awareness of what is, in theory, open to them is very low. And telling them, "We encourage women to enter mechanics" (or . . . "minorities and women are encouraged to apply") does nothing to change their concepts of themselves as people who could become competent mechanics.

Self-concept theory in relation to occupational choice is best defined by Super: "In expressing a vocational preference a person puts into occupational terminology his idea of the kind of person he is; that in entering an occupation, he seeks to implement a concept of himself; that in getting established in an occupation he achieves self-actualization. The occupation thus makes possible the playing of a role appropriate to the self-concept."[5] Accepting Super's point of view, then, women have tended to enter occupations which make it possible for them to play roles appropriate to their self-concepts and these same self-concepts have been formed based upon proper sex-role behavior, better known as sex-role stereotyping.

Clearly, the lockstep relationship between self-concept and proper behavior based upon sex must be broken if women are to be successfully recruited into vocational training and subsequently placed in better paying, nontraditional jobs.

Opportunities must be provided for women to improve and expand their self-concepts. Definitions of acceptable behavior must move from sex-linked prescriptions to a wider array of choices based upon interest and ability. This means that ways must be found for a woman to change her feelings and perceptions about what she can do and what she wants to do.

Further, society's definition of what is an acceptable career choice for a woman must change.

Community colleges can help raise the awareness of all society, as well as women, regarding acceptable options available to them by advertising and publicizing that "women, too, can become electronics experts" (or heavy equipment mechanics, or whatever). Following are ways colleges can communicate the acceptance of new occupational options for women and at the same time recruit new students:

1. Public service radio and television spots advertising vocational programs aimed specifically at women. Women should be used as role models in both audio and video spots.
2. Newspaper articles describing training opportunities for women at the college. Articles spotlighting particular women who are in a vocational program or who have completed one and are now employed in that field. The language should avoid use of the generic "man, he" (for example, notice the quote by Super in this paper and his use of the generic "he").
3. College publications (newsletters, catalogs, flyers) should use non-sexist language. Photographs should show women as well as men in vocational areas. (For an example of what not to do, see the attached copy of a local district newspaper sent to all homes in the district during January 1977; Appendix A.)[6] Photographs showing only male students in the new industrial education facilities in the district's high schools. The subtle message received by young women is, "Girls aren't welcome in shop."
4. One-day workshops at the college for community [illegible] who might be interested in returning to school. Information should be available on programs, financial aid, child care and job opportunities once trained. This kind of one-shot program is most effective if counselors are available for consultation with small groups or individuals. It is also helpful to have present at these workshops employers from the community to assure the participants that industry is indeed willing to hire women once they are trained.

Portland Community College conducted three workshops of this sort in which the topic of nontraditional jobs was presented by a

panel. The panel members were so convincing about their satisfaction with their nontraditional work that a number of workshop participants decided to enter similar vocational programs at that institution.

Consultants: Geraldine Pearson, Planning Department, Portland Community College; Anne Stewart, Coordinator of Women's Programs, Lane Community College.

5. Short programs of one to two hours on special topics sponsored in the Women's Center or by the Women's Program Department. Topics should be informational and nonthreatening. Women with a low level of awareness regarding vocational training will be more likely to attend programs on topics which are closely tied to their present interests and self-concepts. Topics might include: "Women's Health," "To Work or Not to Work," "Returning to School," "Current Job Opportunities," "Women in Management," "Credit by Examination," or "Credit for Experience."

6. Course: "Life Planning for Mature Women" - some schools offer it for credit; others as a noncredit class through their Adult Education Programs. It has been especially popular and successful at a number of community colleges in the West. Content of the course varies somewhat, but in general, values, interests, goals and future plans are explored. Educational and work possibilities are considered as well as volunteer work or creative activities. One of the most important benefits of this course is the support group atmosphere in which women find common problems and assist one another with solutions.[7] Such mutual support aids greatly in improved self-concepts and confidence. Women gain the strength in this all-female atmosphere to take brave steps toward a more rewarding life. Many of the class members become full-time students after this course. While most do not immediately enter nontraditional vocational training programs, they do begin to become more aware of what is open to them.

Consultants: Norma Walters, Counselor, Clark College, Vancouver, Washington; Janet Brem, Counselor, Linn-Benton Community College, Albany, Oregon.

7. Returning Women's Workshops - these workshops are offered as one-week-long courses, four hours per day. In these workshops women are

intensely involved with one another and support groups continue long after the workshops are over.[8] The emphasis is upon building self-confidence and planning your next steps. Because the workshop is actually a course in concentrated form, participants receive two credits for "Orientation to College" and are considered to be returning students for the next term. Scholarships are available for those who cannot pay the modest registration fee (approximately $22). Response to these workshops has been exceptional with most women becoming full- or part-time students. Assertiveness Training, Career Planning and Human Relations are the most popular courses selected by Women's Workshop veterans for the next term.

Consultant: Margie Holland, Career Information Specialist, Lane Community College.

8. Nancy Carol Eliason, Director of the Center for Women's Opportunities of the American Association of Community and Junior Colleges, has recently given some suggestions for outreach strategies for reaching women in homes and getting them into vocational programs. She cautioned, however, that there must be institutional commitment to provide the needed programs for women before the recruitment process begins. Her particular suggestions for recruitment:
   a. Colored cards printed with catchy phrases ("looking for an occupation?", "want a job but don't know where to look?", "need retraining?") and followed by a phone number at the college. Cards would be distributed in public places like supermarkets, laundromats, shopping centers or the local AFDC office.
   b. Mass mailing of informational flyers piggy-backed with local utility bills.
   c. An answering service for night hours on the college's switchboard.
   d. Rip-off, mail-back postcards on bulletin boards in public places.
   e. Vocational and aptitude testing services offered to the public.
   f. Information on programs of the college should be sent out to AFDC case workers.
   g. Tours of local industries should be given to women. Grant money might pay them for a day to follow an employee around.
   h. An adult re-entry center which includes college and community resource representatives should be started. A one-stop adult

services center (testing--GED, CLEP--department tests and CAEL, CETA, AFDC, Vocational Rehabilitation, Mental Health).

i. Rural women can be recruited through grange personnel and county extension agents.

9. Hold a nontraditional career fair - People working in various nontraditional careers could be available to talk with community women and women students about these careers.

All of the above-listed awareness activities can be adopted partly or in total in order to start the career awareness process for adult women. Some of the activities mentioned involve the exploration and decision-making phases of career education as well. Since it is an evolving, developmental and dynamic process, it is to be expected that adult women will be engaging in various phases simultaneously.

A word of caution must be given regarding the length of time which will elapse between the awareness phase and the vocational preparation phase. Many adult women recruited as students through the awareness activities mentioned here will never enter nontraditional vocational programs. That is largely because both their own self-concepts and society's standards for acceptable sex-role behavior will change slowly. However, colleges will recruit more students through these efforts alone, and more women will enter vocational training as a result of some of the exploration activities and models described in the next section.

B. Exploration Phase

Career exploration for purposes of this paper will include exploration of self and exploration of the occupational world. The models enumerated give ways community colleges can help women students with these two kinds of exploration.

1. Women's Re-entry Program (WREP)

Many community colleges have been operating these programs for several years. Salient features include:

a. Block scheduling of classes. Three or four classes meet in immediate succession so that absence from home is cut to a minimum and child care costs are reduced. The disadvantage appears to be that all people in the program must take the same three or

four courses (usually including Biology, English and Study Skills), thus reducing individual choice.

b. Child care services are provided, usually right on campus.

c. Financial aid is available.

d. The close-knit, support group atmosphere is a real plus for this program. Again, the participants help one another so that the need for a large number of professional staff is minimized.

e. Some WREP programs keep their students for a full year and others keep them for shorter lengths of time before easing them into the regular college curricula.

f. Both personal and occupational exploration opportunities come from classroom experiences as well as from contact with other students. Participants increase in confidence as they find they can succeed in school.

Consultant: Marge Blaha, Vice President for Educational Development, Evergreen Valley College, San Jose, California.

2. Career Planning I (course)

Most community colleges in Oregon offer career planning classes which encompass most of the stages of career development discussed above by Hoyt.

a. Personal exploration includes interests, values, past work experiences, abilities and lifestyle.

b. Occupational exploration occurs through use of the computer-based Career Information Service (CIS), printed occupational information, interviews with persons working in the occupational world, interviews with employees of the college and interviews with other community resource people.

c. Students are encouraged to explore a wide range of occupational choices, including the nontraditional.

d. Decision making is emphasized at the conclusion of the course. Students make detailed plans for what they will be doing six months from now, one year from now and five years from now.

Consultants: Counseling Departments at most community colleges in Oregon; Dr. Ken Hills, Director of Counseling, Lane Community College.

3. Career Planning II (course)

A continuation of Career Planning I with emphasis upon exploration of the occupational world through personal interviews and job site visitations.

a. Designed for students who have finished Career Planning I and who have a general idea of their occupational choices but who need more information and experience in one or more specific fields.

c. Students meet weekly in seminars to debrief their explorations and plan others.

d. The course concludes with an emphasis on decision making and "What are your next steps?"

Consultant: Tim Blood, Counselor, Lane Community College.

4. Assertiveness Training (course)

While some colleges offer this course for both men and women, it has emerged mainly through the Women's Movement of the late 60s and early 70s to be a fundamental part of most women's programs. Assertiveness training teaches women self-management skills. They learn how to be in charge of themselves and how to competently manage life situations. Because women are taught to be passive and subassertive, this method helps them to become more clear and direct in stating what they want and to be willing to negotiate a satisfactory solution for a problem situation.

Assertiveness training eliminates the need for manipulative behavior. For example, "I would like to go to the coast this weekend. How can we make this happen?" These statements directly assert the speaker's desire and indicate a willingness to negotiate. On the other hand, this question: "Is it all right if I go to the coast this weekend?" places the responsibility for the decision on someone else, does not state the desire directly (it is manipulative), places the speaker in a "one-down" position of requesting approval rather than managing her own desires, and does not indicate a willingness to negotiate. Women who finish an Assertiveness Training class report that they can, indeed, manage themselves more successfully in difficult situations, that they can speak up on their own behalf and that they feel more confident and more competent.

Consultant: Betty Vail, Counselor, Lane Community College.

5. Human Potential (course)

The Human Potential movement stresses positive reinforcement in an intense group interaction setting. Participants gain not only more positive self-images but greater strength to try new activities. Teachers of the course (either credit or noncredit) must have been trained at an approved Human Potential Institute in order to use the patented materials (which are excellent). Students report on the course in glowing terms. Counselors refer students who are in need of both positive experiences with others and improved self-concepts.

Consultants: Norma Walters, Counselor, Clark College, Vancouver, Washington; Elaine Berg, Adult Education Department, Lane Community College.

6. Women's Centers on community college campuses

Women's Centers have sprung up across the country. Their primary goal is to develop or continue the peer group support for women who are attempting to change their lives and their feelings about themselves. While each school operates its center somewhat differently, most provide a place for students and staff to interact informally on issues of sex bias and sex-role stereotyping and how these issues affect their lives. While Women's Centers also provide numerous ways for exploration of self and the world of work (through resource materials, activities and speakers), they also place heavy emphasis on decision making.

At Lane Community College, through the auspices of the Women's Center, women students in various vocational-technical programs have found a support group organization called, "Women in Voc-Tech." They have held potlucks and discussions and have lobbied with the Administration to get women's washrooms built in the shop areas of the campus.

Women's Centers are also resource centers for women who want to exchange child care services, pool rides, help one another with math or other subjects, or to find out how to survive in the institutional setting. Lane's Women's Center places a heavy emphasis on women expanding their career options by exploring nontraditional training opportunities.

Consultants: Anne Stewart, Lane Community College; Joan Acker, Center for the Sociological Study of Women, University

of Oregon; Jeanne Dost, Women's Center, Oregon State University.

7. Women's Studies (course)

While academic Women's Studies programs are, in general, more comprehensive on university campuses, most community colleges do offer one or two such courses. These courses explore the historical, psychological, sociological and artistic roles of women. Since the female perspective has been largely ignored in academia, these courses provide further exploration of a woman's self-concept. She learns to recognize that in the sex-role socialization process, she has lost some of her natural interests and talents. Women's Studies courses, in discovering our long-buried female culture, provide a theoretical basis for those who want to change their behaviors and opportunities. For women who have liked such things as sports, or building with wood or other "unfeminine" activities, tremendous reinforcement is gained for following their own interests. Our experience has shown that the Introduction to Women's Studies course is an excellent area in which to encourage women to enter nontraditional occupations.

Consultants: Kate Barry, Instructor, Department of Social Science, Lane Community College; Amy Kesselman, Mt. Hood Community College; Ann Clarkson, Portland Community College.

8. Industrial Orientation (course at Lane Community College)

This class provides career exploration experiences for students who have not been exposed to skilled trades or industry. Included as content are lecture/laboratory orientations for 10 vocational areas--industrial safety, electronics, electricity, drafting, motor vehicles, blueprint reading, metalworking tools, welding, woodworking and construction. Students learn basic knowledge of safety; language; work setting and environment; introduction to basic tools and equipment; materials and use of appropriate instructional manuals. This is a 10-credit, variable credit course with approximately 10 hours spent in each area. Instruction emphasizes hands-on experience. The entire course takes up 12 hours per week (Monday, Wednesday and Friday, 1 to 5 pm).

Originally planned as an exploratory program for women, there have also been a few male students.

While the course is still in its experimental stage, those staff members working with it have stressed the following important needs: females instructing in the class (as role models); more hands-on experiences should be provided; training of male instructors for elimination of their own sex biases; greater financial support to expand the program; counseling and career guidance activities built in; a paid coordinator; a job developer to contact employers; and support groups connected with the class.

The program was designed for maximum flexibility. For example, some women will want entry-level jobs in industry after one term of the Industrial Orientation course. They will have gained sufficient confidence and skill to go to work. A job developer would locate businesses willing to hire women in these entry-level positions. Other women will enter a two-year nontraditional vocational program and finish. Some will stay in a program for less than two years and then go to work.

While many refinements are yet needed in this program, it offers a good model of how to provide women with nontraditional vocational exploration experiences. A descriptive flyer is attached in Appendix C.

9. Lower Columbia College "Nontraditional Job Opportunities" Program
   a. Eligibility--Women who are economically disadvantaged and unemployed, underemployed or head of households with dependents.
   b. It is operated out of their Women's Studies Department.
   c. The program is funded by CETA.
   d. Components of the program:
      1. Assessment of each applicant to determine nontraditional interests and aptitudes.
      2. Counseling with enrollees to identify goals, to determine appropriate training, to identify and overcome potential barriers to job training and placement and to address personal issues.
      3. Preparation for and referral to training or employment.

4. Development of jobs through contacts with leaders of business and industry, labor, apprenticeship councils, Employment Security Division; and placing enrollees in the nontraditional employment.

5. Follow-up on all women enrolled in the program as to their progress and problems encountered.

e. The emphasis is upon shorter term training rather than two-year degree programs.

f. Examples of nontraditional employment available through this program:

Park ranger	Boat builder	Truck driver
Roofer	Insurance agent	Police officer
Meter reader	Bus driver	Machine operator
Mechanic	Brick layer	Carpenter
Welder	Electrician	Custodian
Machinist	Millwright	TV repairer
Tile setter	Logger	Fire fighter
Plumber		

10. CETA Nontraditional Vocational Program - Cottage Grove, Oregon

This was a pilot program of 10 weeks duration offered during early 1977 for women who qualified for CETA benefits. The program was tailored specifically to the labor demands of the Cottage Grove, Oregon, geographic area.

a. Physical training and endurance training were important components.

b. Job development was another important component.

c. Vocational training with tools and how to use them.

d. General discussions of the problems the women would encounter in male jobs.

e. Support group activities.

f. The program planners found that careful selection of candidates is needed. The participants must know that this is what they want.

Consultant: Donna Vest, Title I Program Director, Lane County CETA, Eugene, 687-4396.

11. One-day workshops for nontraditional careers for women

A college may want to "test the water" by sponsoring a workshop of this sort for women of the community. A nontraditional career workshop serves two functions: 1) with proper advertising it raises

the awareness of the community and 2) it allows a woman to explore the idea of a nontraditional career with only a minimum of her time being expended.

At Lane, we found that there was such interest in the topic that 300 women attended our nontraditional careers workshop in September 1976. The program featured a panel of female role models in nontraditional occupations and a panel of employer representatives who assured participants that there were opportunities available. Counseling, Placement and Financial Aid people were available to talk with women in smaller groups.

A copy of the Evaluation Report for this workshop can be found in Appendix E.

Consultants: Anne Stewart and Jan Brandstrom, Lane Community College.

12. A model exploratory program proposed by the U.S. Department of Labor, Women's Bureau, would include the following components:[9]

a. Give prejob training at the entry level, with the objective of conditioning the person mentally and physically.

1. Give orientation to the world of work: attendance requirements, work clothing needs, remedial education to assist in taking tests and filling out forms, with special attention to language limitations to some women minorities.
2. Give orientation at job site: expose to noise, shift changes, rest and meal areas, health facilities.
3. Give instructions in the terminology, use and care of tools. (Some individuals lack mechanical familiarity but have mechanical ability.)
4. Give necessary physical training to meet the demands of some jobs.
5. Sensitize both men and women as to interpersonal relations. Attitudes toward the work situation should be objective rather than personal. This should include de-emphasizing personal feelings toward possible offensive language and actions.
6. Provide safety and health education.

b. Provide supportive services.

1. Have as a model for new women workers, if possible, a senior woman worker with a sense of responsibility toward them.

2. Provide a counselor on site to help new workers deal with problems that cause absenteeism and turnover; such as: inadequate housing and transportation; unsatisfactory arrangements for care of children; lack of conditioning to meet the physical demands of the job; accumulative fatigue; too heavy load of outside duties and unhappy working relationships.
3. Provide child care facilities on site or advocate them as community services.
4. Provide opportunity for group discussions of common problems.

c. What can women do to accelerate their entry into the skilled trades?

1. Think about skilled trades--include these among your range of job possibilities.
2. Be aware of the laws and their enforcement provisions for equal opportunity in employment, education and training.
3. Investigate the personal and financial rewards that accompany employment in a skilled trade.
4. Contact employers directly about the kinds of jobs women are holding. Express your interest and be aware of openings that occur. Learn the application procedure.
5. Inquire of individual women or organizations engaged in promoting new job opportunities for women--including local State Employment Security Offices.
6. Indicate your willingness to try a job that uses your mechanical ability as well as your intelligence.
7. Once on the work site, realize that you may encounter difficulties in interpersonal relationships as you perform jobs in which few women are employed.
8. Don't give up in face of a few hardships if this is the job you want--and you know you can do it.

13. Hold an open house in the vocational areas at the college for women. Use female students and staff in those departments as guides (role models).

C. Decision-Making Phase

Because of the dynamic nature of the career education process, a person is constantly engaged in decision making throughout all the aforementioned phases. Some decisions are made in each of the programs already enumerated. Career Planning courses especially emphasize decision-making skills.

Individual counseling services in community colleges also place a heavy emphasis on decision making. Therefore, if a woman has been in a Returning Women's Workshop, an Assertiveness class, a Career Planning class, has taken some academic classes and is receiving follow-up support from other women, she will be directed automatically by this network to a sympathetic counselor. At this time in our social evolution, it is more likely that an aware counselor will be female but there are also male counselors who have been specially trained to work on encouraging women to follow their own interests rather than selecting stereotyped female-intensive occupations. One or two interviews with a well-trained, knowledgeable counselor can significantly assist the woman with her decision making.

Something must be said about the skills needed by community college counselors who work with women exploring occupational options. While most counselors like to view themselves as open, accepting, flexible and able to work with all students, this is not always true. The counselor is not likely sufficiently skilled in working with women if she or he has not participated in one or more of the following in the last three or four years: 1) a women's studies course, 2) extensive reading in the literature of the Women's Liberation Movement, 3) initiating women's programs, 4) working in women's programs or 5) professional meetings and workshops designed to train professionals in how to recognize their own sex biases, such as "Project Awareness" (see Appendix F). Clarke expresses the concern regarding the adequacy and appropriateness of counseling services for women shared by many: "Although many traditional counselors have read some of the latest literature on the counseling of girls and women and have attended seminars designed to change sex-stereotyped perceptions about women, the emotional acceptance of intellectually-approved concepts is difficult for some and probably impossible for others."[10] Because

counselors are seen both by the public and by students as being influential in students' lives, the importance of counselor in-service training in working with women cannot be emphasized enough. And when new counseling staff are hired, they must be skilled in this area.

Besides good counseling, support groups in the college's Women's Center also emphasize the acquisition of decision-making skills. For example, a support group organized around the topic of child care can provide the members with numerous ideas on how to organize their child care responsibilities around their school schedules. These discussions lead to all kinds of ideas that, when implemented, will accomplish the goal of integrating child care responsibilities and school commitments.

Consultants: Counseling Departments and Women's Programs Coordinators of each community college.

This paper has so far discussed ways in which women can be recruited, during their career awareness and exploration processes, into nontraditional vocational training programs. In summary, the two keys to recruitment are: 1) to get them interested in the programs and 2) to prove to them there will be jobs available once they are trained. The way to get them interested in the program is to give them direct hands-on experience in nontraditional fields and to allow them to see that they can do these activities. With increased confidence they will begin to incorporate into their self-concepts a greater variety of occupational choices.

The way to convince them that there are job opportunities is to: 1) show them female role models already working in similar occupations, 2) show them female students successfully training in nontraditional programs, 3) have females teaching in vocational classes and 4) to find ways of communicating assurances to them from employers that there will be jobs open to them.

Another point to keep in mind when recruiting is the kind of woman most likely to select a nontraditional program. While no formal research on this matter has yet been done, there are some hunches which might be followed so that recruiting can be aimed at groups which appear to be good prospects for vocational training.

"Women in Apprenticeship," a Wisconsin project, found that most women interested in apprenticeships were in their thirties or were college graduates in their late twenties.[11]

Leslie Posner, Coordinator of the Denver program, Women in New Careers (WINC)*, says the kind of woman most likely to seek nontraditional training is ". . . bright, alert and usually single or separated from her husband and with one or two children she's supporting. She has typically spent a few years in the work force, and she's mature, if not in years, in attitude about life. She's usually a pretty independent, savvy kind of person."[12]

An informal survey of women in vocational classes at Lane Community College in 1976 showed that many in that group had been taught to use tools and to do repairs by their fathers or brothers. They did not feel the same restrictions about what is acceptable behavior for a woman as did the more traditional woman. It appears that the women most likely to be attracted to vocational training are more confident and independent, more realistic and have had experience with tools, fixing things or tinkering. They are also likely to be bright, alert, in their thirties or college graduates in their twenties, either divorced or separated with children, looking for a satisfying way to earn a living.

Recruitment activities can easily be planned which will attract such women. The advertising for such activities should stress the themes of being realistic, being practical, being good at fixing things and not being particularly interested in traditionally female activities. Another theme which could be stressed is that of being interested in better pay even if it means getting into a less traditional occupation.

One effective advertising method is for a college to publish an attractive brochure describing special courses and programs for women with names and telephone numbers of persons to contact for further information. The brochures can be placed at outreach centers, community agency offices (Department of Employment, Children's Services, CETA, etc.) and

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*WINC is a project operated by CONSAD Research Corporation under a contract with the U.S. Office of Education. The project is aimed at economically disadvantaged minority women and operates in Baltimore, Cincinnati, Phoenix, Denver and Miami.

on campuses. Program planners will probably need to arrange for extra publicity (over and above normal college press releases) for special women's programs. Both Portland and Lane Community College have found that their own standard procedures for publicity are not sufficient to reach this special target group. Women must be contacted where they are--in the home, at the supermarket, on the campus, in the high school classroom or at a community referral source.

D. Preparation (Vocational Training) Phase

Once the women have made the decision to enter nontraditional programs it will be necessary to find ways to keep them in.

Before listing the ways this writer recommends for keeping female students enrolled in vocational programs, the results of two different studies on community college women will be presented for background.

Tarrant County Junior College Study[13]

A research study was completed during the Spring of 1977 on "The Problems of Mature Women College Students" enrolled in Tarrant County Junior College in Fort Worth, Texas. Twelve problems were found to be of significant concern to adult women students enrolled. The 12 significant areas, in order of importance to the women, were:

1. Coordinating child care with studies.
2. Coordinating job with studies.
3. How to study efficiently.
4. What courses to take.
5. Ability to succeed in college.
6. Getting a job after graduation.
7. What career to choose.
8. Self-confidence as a woman student.
9. Relationship with spouse.
10. Relationship with children.
11. Needing to be more assertive.
12. Need for financial assistance.

It was found that the intensity of over half of these problems increased as the credit loads of the students increased. Since the first three problems relate directly to time it is expected that they would become more intense as credit loads increase.

Over one-third of these 12 problems were significantly related to lower income. Although the least significant problem mentioned by the student was "need for financial assistance," the statistical results apparently surfaced lower income as a greater problem than the students themselves identified. In addition, since coordinating job with studies was rated as the second greatest problem, that indicates finances to be a difficulty for many or else they would not be working. College students will experience less time pressure if money, and therefore need to work, is not a problem.

Older women students reported greater concern about their ability to succeed in college. That finding correlates with this writer's (a counselor) subjective experience with the more mature women students.

The 12 significant problems related by the Tarrant County women appear to divide up into four general needs areas: 1) coordinated use of time (problems 1 through 3), 2) career and educational planning (4 through 7), 3) personal relations with self and significant others (8 through 11) and 4) financial assistance. It must also be pointed out that this group was most concerned about the issue of child care.

Carnegie Study on Women's Opportunities[14]

The American Association of Women in Community and Junior Colleges received a Carnegie Grant for 1976-77 to study the vocational education opportunities presently being provided to women in community colleges across the nation. The grant was directed by Carol Eliason out of the Women's Program Office of the AAWCJC in Washington, D.C.

While the results of the study will be formally published in August, the significant findings will be given here.

The Carnegie Study provides statistical data to confirm what we already know to be true regarding the low number of women training in nontraditional vocational programs. Ten community colleges are represented in the study--one from each accrediting area. Students were surveyed both in traditional and nontraditional classes. In-depth interviews of students were also conducted. Large and small, rural and urban community colleges, across the entire country were surveyed. The findings were as follows:

1. Two distinct groups of women are attending community colleges--60 percent of the sample were under 21 years of age and were full-time

students. Forty percent were between the ages of 21 to 45; were either married, divorced or separated, and were going to school part time.

2. Their status with respect to preschool children: 12 percent have preschoolers.

   The inadequate day care in many community colleges puts obstacles in the way of many women attending school.

3. Their status with regard to financial aid: 10 percent more males were getting financial aid than females.

   Females were more likely to use savings or money from parents or spouses to attend school.

4. Day or evening students?

   There is an increase in female part-time students in the evening.

5. Occupational status before coming to college: 47 percent were in traditional occupations.

   Of the rest, 47 percent are working on a two-year degree and then plan to get jobs, and 21 percent plan to get four-year degrees and then jobs.

6. Skilled trades: 2.9 percent were in skilled trades before entering school; 1.5 percent want to enter skilled trades after school. It is not clear why the desire to be in skilled trades is going down.

7. Knowledge of school services: many students were not aware of the services available to them. Sixty percent did not know about day care, counseling, women's centers, women's studies courses or career development courses.

8. Most of them expect no problems in relation to promotion, benefits, etc., once on the job.

9. Attitudes toward "women's role": 95 percent disagree with the traditional female role.

Elaborations of the survey results indicate that the nontraditional woman has more self-confidence than the traditional woman. She is also more liberal in her child-rearing attitudes and more realistic about what to expect in the labor market--she anticipates problems with hiring, promotion and union membership.

Rosalind Kane, researcher on the Carnegie Project, also reports that when there were four or more women in a nontraditional class they were able to provide support for one another to make it through more successfully. The nontraditional women students in law enforcement programs expressed the greatest degree of positive feelings because they could see female role models in that field.

The vocational-technical fields of drafting, printing and broadcasting appear to be easier for women to enter because they view those fields as being more neutral. This indicates that getting women into such fields will bridge a gap between traditional and nontraditional fields so that other women will later find it more acceptable to enter nontraditional fields of mechanics, welding or construction.

The greatest complaints the women in the Carnegie Study made were about the child care facilities in their colleges and lack of counseling helpfulness.

Copies of the formal results of the study will be available from the Women's Program Office of AAWCJC after August 1977.

These two studies and information feedback from students suggest an array of support services needed to keep women in vocational training. They also show that changes must be made in the conduct of vocational/technical classes and programs.

The critical support services needed:

1. Women's wash rooms in convenient and appropriate places. While this seems like a small issue to some, lack of space for women to clean up and change clothes after working in the shop has caused sparks to fly at more than one college. Also, women are not likely to stay in programs which have no convenient facilities (would men?).
2. Child care facilities - While many colleges offer some child care facilities, most do not have enough space for all of the children needing them. Some schools have no facilities at all. For the schools which are serious about recruiting women into vocational/technical areas (or even those who want to recruit women into any program just to bolster lagging enrollment), provision of child care is critical. To continue ignoring this persistent, well-documented need is to cut off one's nose to spite one's face.

3. Life/career planning services - including improved counseling, career development, academic advising and job-getting skills. This need may be a real surprise to educators who think their counseling-guidance programs are adequate. The women surveyed indicate that the programs are not doing their job. Since 60 percent in one study indicated lack of knowledge of these services, advertisement of the services which do exist is badly needed. Once advertising produces a response, an increase in services may be needed in some places.

   I have already mentioned the need for in-service training of counseling personnel. Colleges would be well-advised to do their own self-evaluation study of the adequacy of their career development and counseling services.

4. Flexible scheduling of classes to accommodate evening and part-time students.
5. Training in basic study skills (note taking, reading an assignment, test taking).
6. Financial aid, especially for part-time students. Some schools have a policy of granting aid only to full-time students. In view of the increase of part-time women students such policies must be changed. Often the woman wanting to better herself by attending school is employed full time in a low-paying job. In this situation, although working, she cannot afford the tuition for even part-time classes. Financial aid should include adequate funds for tools, safety clothing and other required equipment for the particular field of training.
7. Confidence building - through assertiveness training, support groups in women's centers, support groups for women in nontraditional programs and human relations classes.
8. "Life Management and Coping Skills" - a course designed to teach crisis management to people. It is not a therapy group, but rather a course which teaches people to manage crises before they become unmanageable; it is preventive medicine rather than therapeutic medicine.

   Consultant: Marje Wynia, Counselor, Lane Community College.
9. Improved atmosphere in shops and vocational classes - Female students report that male students in these areas give them far more

flack than do the instructors. While awareness training is needed for the instructors, they must also be taught how to create a positive, accepting attitude on the part of their male students.

The atmosphere will also become more positive if there are enough females in the class so that they can support one another. Female instructors would certainly set a more accepting tone and provide the needed role models.

10. Teach a course for women on "How to Survive in a Male Occupation." Specific behaviors should be taught to the women as well as their legal rights in relation to hiring, unions, promotion, pay, etc. In regard to survival in a small occupation, the advice of Hennig and Jardim is appropriate. While in their article they were referring to women who want to become executives in the corporate world, the advice is just as sound for women working in any male system: "While equal employment laws can regulate formal personnel policies, making those laws work requires a knowledge of the informal relationships that exist in corporations. For the most part, these organizations were built by men and for men, and are now controlled by men. The forms, rules and styles of behavior and communication among their executives grow out of a distinctly male culture. Women who try to succeed in corporate management become aliens in this male environment."[15]

11. Cooperative Work (on-the-job) Experience - On-the-job training has become a required part of vocational training programs. Such training adds to the student's skill and also provides for a transition from the school world to the work place. For women unaccustomed to the male work environment, such on-the-job training is even more important.

A wise cooperative work experience coordinator will heed the advice of Rosalind Kane, mentioned above, and place two women in the same work setting for mutual support. Cooperative work experience coordinators will also need to be trained to work with and on behalf of women students. Special skills will be demanded of them as they recruit on-the-job spaces for women students.

If a college follows the suggestions for the improvement of the eleven just-mentioned support services for women students, it will find not only that more women are entering its vocational training programs but that more women students are entering the school for other programs as well.

E. Entry Phase

Colleges must provide job development and placement services for their female students. Although the law prohibits discrimination in hiring, there are still many employers, especially smaller ones, who are openly refusing to do so.

The job development and placement personnel will find it necessary to launch a public relations campaign on behalf of the college's trained graduates, including women. These personnel will need special training in: the legal aspects of hiring, strategies for working cooperatively with the employer community and in how to inform employers of the college's obligation under Title IX to assist only employers who do not discriminate. Female students must be taught:

1. Job-getting skills:
   a. Résumé writing
   b. Systematic job search techniques
   c. Interviewing skills

   Consultant: Betty Vail, Lane Community College
2. Their legal rights in relation to hiring, firing, promotion and benefits.

   Consultants: The college's affirmative action officer; the local office of the Oregon State Bureau of Labor; Grace Cameron, Supervisor of Student Records, Lane Community College.

This paper has detailed ways to recruit female students into the college through awareness and exploration activities. Further, it has given models for recruitment into nontraditional occupational training and for keeping women in those programs.

Colleges must be reminded of related policies and practices which should be followed in order for recruitment efforts to be effective.

III. College Policies and Practices

Steiger and Cooper challenge schools to mend their ways in women's vocational education programs:

> The essential facts about the ways in which women workers are clustered in a relatively small number of comparatively low-paying, often dead-end job categories have been known for many years. So have the basic data about the steady increase in numbers of women seeking work outside the home. Yet women's vocational education programs, which are themselves long-established elements in American public education, have not actively sought to provide women with the particular skills they need if they are to seek or hold better, more promising jobs. Nor have they encouraged women to challenge clearly identified barriers in the job market. Instead, the schools have been--and in most cases continue to be--among the major social forces perpetuating the stereotyped images of women, their vocational opportunities, aptitudes and interests. Schools continually direct young women toward vocational and educational choices that later will tend to lock them into undesirable segments in the labor market.[16]

In order to meet this challenge by providing needed opportunities, a policy of commitment is required.

A. Commitment

Commitment to nontraditional training is necessary in order to attract and keep the students. It cannot be stressed enough. Commitment must come from the governing board, the president and top administrators. Without such commitment, efforts at changing old habits will be thwarted.

B. Awareness Training of College Staff

Training of community college staff to recognize and eliminate bias in their personal behavior, in curriculum materials and in their professional behavior is necessary. Administrative commitment without staff training represents low commitment. Project Awareness (Appendix G) is an excellent resource for information on staff training.

C. Staffing of Women's Programs

Suppose XYZ Community College wanted to start recruiting women students for vocational training because the Education Amendments of 1976 have as a priority the reduction of sex-role stereotyping in vocational education. President ZZZ sees the need for attracting new students (the college's enrollment is dropping) and has decided since the student

ratio is 39.2 percent female and 60.8 percent male, that the most likely target group would be females aged 17 to 55 in the college district. But ZZZ doesn't know what to do or where to start.

Answer: Talk to female staff members (faculty and classified), no matter what job they currently hold, who might be labeled as the resident "women's libbers," get their ideas of what should be done and start staffing a women's program in one of the two following ways:

1. Hire a full-time Women's Program Director to get the program going. Give her an assistant, clerical staff and budget for travel, materials and workshops which will be sponsored on campus. It is best if the woman hired is knowledgeable in women's programming before she takes the position. Then money won't have to be spent training her.
2. Appoint a current female staff member to develop the program. If she is not knowledgeable, she will have to attend a few women's conferences in order to learn what must be done. This will take more time and will require funds for traveling. In addition, she should get in touch with people working in women's programs in the local area (high schools, universities).

The content of the program at XYZ will depend upon what the school already has going for women. If there is no formal Returning Women's Program already in existence, that is the best place to start. Nontraditional students can be recruited through the auspices of the Returning Women's Program.

For a comprehensive women's program, one that is assured of recruiting women students for all kinds of programs, it is suggested that the Director of Women's Programs serve as a catalyst to help the various divisions and departments initiate their own activities. For example, the Director could serve as a resource and planning consultant to a business department which is attempting to recruit women into management training. Or she could help a counseling department arrange awareness training so that counselors will be able to deliver services in a nonsexist, unbiased manner. Or she could write grant applications for special funding for specific services for women. In this manner, although the Director would not have control over programs for women in each department, she would be able to establish a network of campuswide activities that would attract and retain women students.

A women's program advisory committee, made up of interested community people, including employer representatives, should be formed to advise President ZZZ and the Women's Program Director about the needs of women students. Such an advisory committee will ensure community support and will help steer the program in the direction of needs of community women.

D. Support Services for Students

It must be repeated that college policies and practices must provide for support services such as those already mentioned in order to keep women in school. Again, child care is a very important support service.

IV. College-Community Relations

A. General Public Relations with the Employer Community

In attempting to start a nontraditional program for women, President ZZZ must be concerned about the college's relationship with the employer community. Employer support will be necessary to ensure success of the program. And success for the program means that women will be hired into nontraditional jobs in the community.

President ZZZ must take a community leadership role in advocating women for industrial jobs. This can be done through presidential speeches to various community groups or informal talks with community members. In a community which would appear to have difficulty accepting women in nontraditional jobs, the president could mention the need for industry to hire women as a parenthetical part of a talk. After a number of parenthetical comments have been made in various talks over a period of time, more direct comments can be made on the same topic.

Board members and other administrators, especially those already involved with vocational training programs, can also provide leadership to the hiring community by making similar statements in favor of this hiring program at various meetings and in contacts with employers.

Later on college officials should take women students and the Director of Women's Programs out to speak to service clubs.

If the college decides to sponsor a nontraditional career fair for community members and students, emphasis can be placed upon educating employers about the need to hire women as part of the fair. Just having employers present to talk with interested community women will be an education for the employers.

B. Job Development

Besides the general public relations a college should do with its employing community, more specific cooperation will also be necessary in order to actually place women students in positions.

Cooperative Work Experience programs at community colleges provide an excellent way for women to demonstrate to the employer that they can do the job. It will be necessary for Cooperative Work Experience coordinators to convince cooperating employers to take on women students. As

the women succeed in Cooperative Work Experience, the employing communities will be more receptive toward hiring them as full-time employees. If at all possible, more than one woman should be placed with the same CWE employers for support. Just as most men are not comfortable in fabric stores or lingerie departments alone, women need support in an all-male environment.

As their vocational training programs for women progress, larger colleges will want to hire job developers who will assist in locating entry-level, paid positions for the women trained by the college. Smaller schools may have their CWE coordinators or their placement offices perform this function.

The job developers and CWE personnel who work in job development programs as well, like other involved staff members mentioned earlier, need to be trained in elimination of sex-role stereotyping and the legal ramifications of non-discrimination in hiring.

C. Education of the Community

As a college's efforts toward training and placing women in non-traditional jobs continue, other community related concerns are the relationship of the nontraditional program to the local public schools and apprenticeship programs, and the legal issues related to the college's role as a training institution. While not appropriate to fully discuss these matters in a paper presenting models for getting adult women into community college vocational programs, it is appropriate to mention some significant areas of concern.

A presentation of models for recruiting and maintaining women in vocational education would be incomplete without provision for entry into apprenticeship programs as part of the training for one kind of entry level position. While there are a few women enrolled in apprenticeship programs in Oregon, progress has been slow. There are numerous difficulties to be surmounted--bureaucratic and societal--before women will have equal access with men. Some of these difficulties are evident in Appendix H, "Carpenters Get the Hammer," an article from the Eugene Register-Guard describing recent interviews for the carpentry apprenticeship program in Lane County. For our purpose it is important that community college vocational programs attempt to bridge the gap with

apprenticeship programs by educating, talking and public relations whenever possible. There may also be a legal question involved with those local apprenticeship programs which teach their theory classes through auspices of community college adult education programs. The question is, "Can community colleges teach classes (apprenticeship) for programs which are discriminatory without being held as discriminatory themselves?" In order to protect themselves from this legal issue it is suggested that colleges should also educate leaders in apprenticeship programs much as they do their own staffs involved in vocational training. This can easily be done by including apprenticeship representatives in the staff training done by the colleges.

A college likewise has an obligation to local public schools to attempt to assist in bridging the training gap for women from secondary school to community college. If the local junior high and high school does not include women and men in all of its vocational programs, then the college must begin educating the public schools as well. Public school personnel can also be included in the college's staff training.

In order to gain maximum benefit from its public relations efforts, the community college might form most profitably a joint committee to promote vocational training and employment of women. The committee would be composed of personnel from public schools, community colleges, apprenticeship programs, employers and members of women's groups (the city's Women's Commission or some other community group especially interested in promoting equal opportunity for women). This committee could sponsor workshops on legal, social and economic issues related to the problem. The Oregon State Bureau of Labor and Region X of Health, Education and Welfare in Seattle would send speakers and trainers at no cost to the committee. Employers, school personnel and apprenticeship people could then be trained in correct procedures related to their roles in training or hiring women.

V. Transportability

A similar program for recruitment and retention of ethnic minority or handicapped people can be planned based upon the models shown in Figures 1 and 2, mentioned earlier in this paper.

The career development process follows the same general phases for all people. For the handicapped, a college would need to pay special attention to the person's physical limitations in helping them plan their careers.

For minorities and handicapped, as for women, there must be role models who are accessible and who can provide encouragement to the students.

College policies and practices must provide for staff training for working with special groups as well as the special support services needed by each group.

College-community cooperation must include job development for each special group and education of the employing community about that group.

Expert help is needed for any institution planning vocational programs for women, minorities and handicapped. Just as it would be inappropriate for a non-handicapped white male to run a Women's Program, it would also be inappropriate for such a person to run programs for other special groups.

VI. Conclusion

This paper has presented a model for recruiting women into nontraditional vocational training and for keeping them in those programs. A cookbook approach has been used with a variety of recipes offered to suit the needs of an individual college. Transportability of the model for minorities and handicapped has been explained.

The project supervisor, director and the evaluator-consultant are available to assist schools in the state with any aspect of their own program for recruiting women, minorities or handicapped for vocational education programs.

Project Supervisor - Dr. Kenneth Hills, Director of Counseling, Lane Community College, 747-4501, extension 217.

Project Director - Janice M. Brandstrom, Coordinator of Career Development, Lane Community College, 747-4501, extension 214.

Consultant-Evaluator - Anne Stewart, Coordinator of Women's Programs, Lane Community College, 747-4501, extension 350.

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F. Project Awareness Resource Material.

G. "Carpenters Get the Hammer," Register-Guard, June 8, 1977.

RETURNING WOMEN STUDENTS IN OREGON COMMUNITY COLLEGES: 1971 AND 1976

Carol J. Gross, M.A.
Coordinator, Northwest Women Studies Resource Bank

Office of Affirmative Action
Washington State University
Pullman, Washington

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In recent years, the number of women returning to school has increased significantly. From 1970 to 1975, the number of women enrolled in post-secondary institutions increased by about 44 percent, whereas the number of men increased by about 22 percent.[1] This trend coincides with other changes in the lives of women such as having fewer children, increased divorce rate, and the effects of the women's liberation movement.

This dramatic increase in the enrollment of women can be partially accounted for by the number of older women who are students. During the period 1970 to 1975, the number of women 25 to 34 years old more than doubled. During the same period, the number of women under 25 years of age increased by about 30 percent.[2] Older women are the fastest growing group of post-secondary students.

These national trends are reflected in the enrollment of students in Oregon community colleges. The data reported here are unduplicated headcounts for the fall term of the 1971-72 and 1976-77 school years for the 13 Oregon community colleges.

Total female enrollment for 1971 was 48 percent of the total enrollment and increased to 56 percent in 1976. The male enrollment decreased from 52 percent to 44 percent during the same period (see Figure 1). The percent of change from 1971 to 1976 was 41 percent for females and 20 percent for males (see Figure 2).

The percent of females 25 years or older increased from 33 to 58 percent. Females less than 25 years old decreased from 40 to 37 percent (see Figure 3). Older male students increased 22 percent, from 31 to 53 percent, while younger male students decreased from 54 to 44 percent (see Figure 4).

The number of students enrolled by sex and age is displayed in Figure 5. From 2 to 13 percent of the students did not indicate their age and are classified as unknown. In 1976 males under 25 years of age were 19 percent of the total enrollment while females were 21 percent.

Older males were 24 percent, while older females were 33 percent. The percent of males and females under 25 years decreased from 1971 to 1976. The percent of students not indicating how old they were decreased (see Figure 6).

Older women return to school for many reasons. The cost of living, divorce, or a husband's death make employment necessary. Employment is necessary for others because of the psychological benefits jobs provide. Others are taking self-improvement or life enrichment courses which are not career oriented. Many working women want to acquire additional skills and knowledge which will prepare them for promotions.

The needs of older women are revealed in the journals and term papers written by these students; in anecdotal notes kept by instructors of the courses older women take; and, of course, traditional research. The results are not surprising.

Women, returning to school after an extended delay, are apprehensive about their abilities to compete with younger students. They lack the self-confidence needed to survive in a post-secondary institution. They feel guilty about putting their needs ahead of their families' needs. They may need money. They have traditional views about occupational choices.

Community colleges have an opportunity as well as a responsibility to develop programs to serve the needs of mature women. Programs designed to meet specific needs will attract students. The business of community colleges is students.

Figure 1. Percent of Students Enrolled in Community Colleges in Oregon By Sex: 1971 & 1976

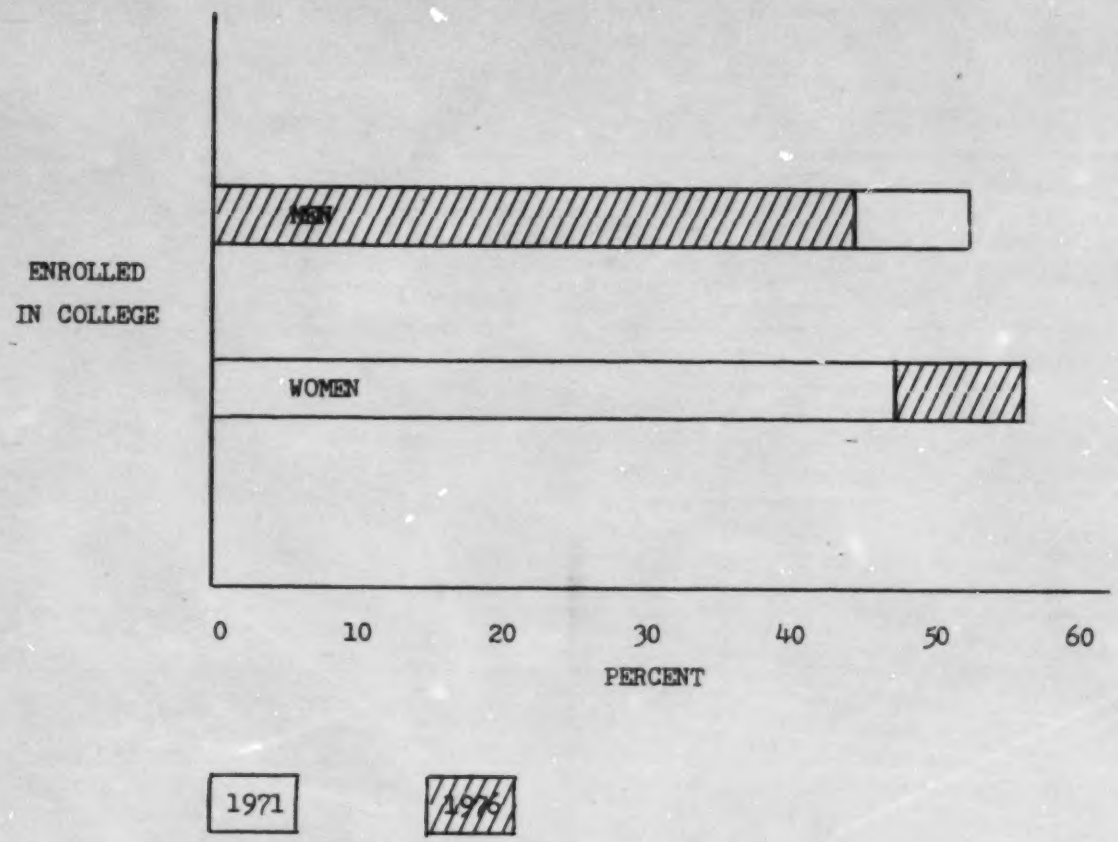

Figure 2. Number of Students Enrolled in Community Colleges in Oregon By College and Sex: 1971 & 1976

COLLEGE	MALE		FEMALE	
	1971	1976	1971	1976
Blue Mountain	839	921	715	848
Central Oregon	658	1238	348	1914
Chemeketa	2520	4428	1887	5064
Clackamas	1799	3304	1749	5032
Clatsop	880	1063	1078	1684
Lane	4802	4175	3953	4087
Linn-Benton	1577	3203	1954	3651
Mt. Hood	5135	5158	4467	5582
Portland	10814	12417	10574	17415
Rogue	543	1191	504	1181
Southwestern Oregon	1109	1474	1089	1954
Treasure Valley	569	671	403	629
Umpqua	963	1204	1049	1676
TOTAL	32208	40447	29770	50717

Figure 3. Percent of Female Students Enrolled in Community Colleges By Age: 1971 & 1976

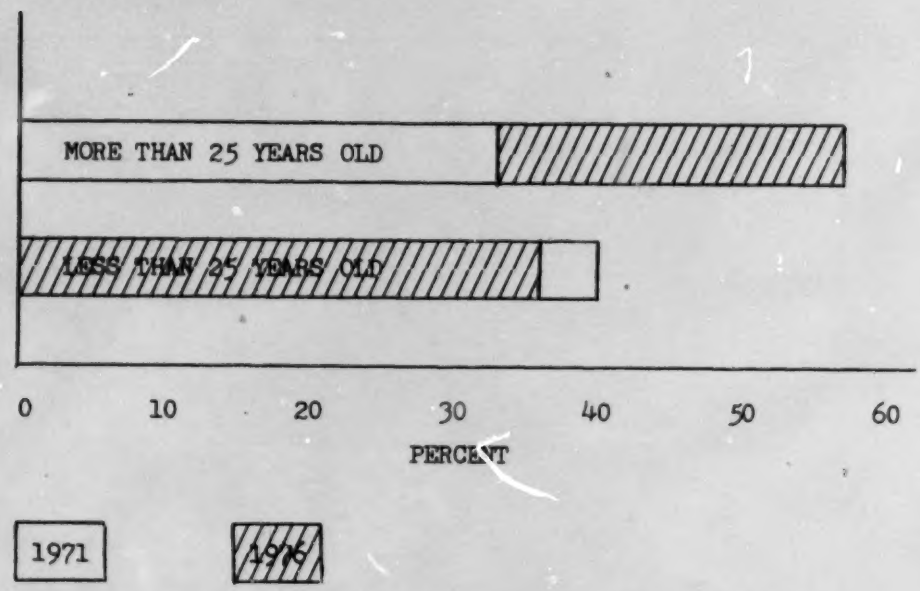

Figure 4. Percent of Male Students Enrolled in Community Colleges By Age: 1971 & 1976

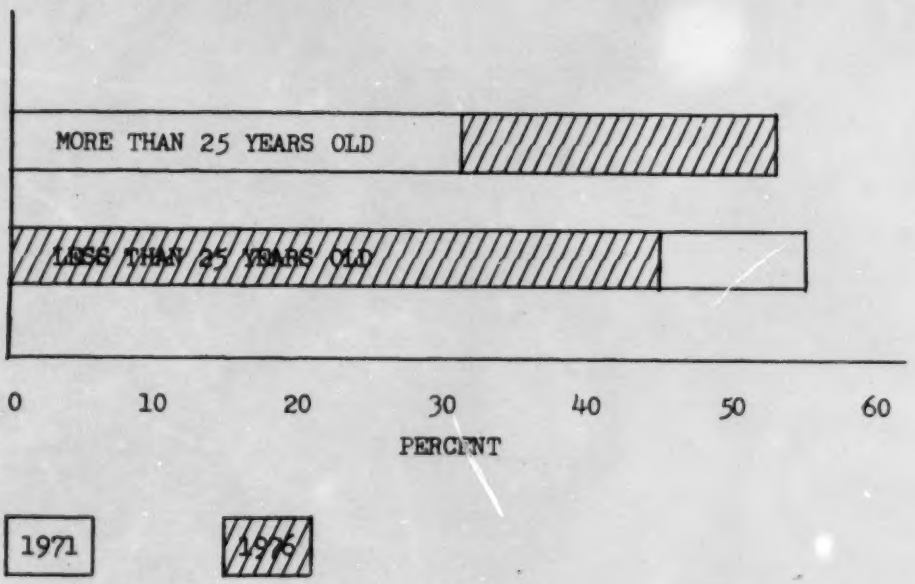

Figure 5. Number of Students Enrolled in Community Colleges in Oregon By Sex and Age: 1971 & 1976

AGE (years)	MALE		FEMALE	
	1971	1976	1971	1976
Under 25	17452	17596	11903	18862
Over 25	10101	21528	9883	29684
Unknown	4655	1378	7984	2244

Figure 6. Percent of Students Enrolled in Community Colleges in Oregon By Sex and Age: 1971 & 1976

AGE (years)	MALE		FEMALE	
	1971	1976	1971	1976
Under 25	28%	19%	19%	21%
Over 25	16	24	16	33
Unknown	8	2	13	2

NOTES

1. "School Enrollment - School and Economic Characteristics of Students: October 1975," Current Population Reports, Series P-20, No. 303, U.S. Bureau of the Census, U.S. Government Printing Office, Washington, D.C., 1976.

2. Ibid.

COMPARABLE WORTH: EQUAL PAY FOR EQUAL WORTH

Helen Remick, Ph.D.
Director, Office of Affirmative Action for Women

University of Washington
Seattle, Washington

INTRODUCTION

Over the past thirty years the business community has devoted considerable time and money to the development of rating systems by which jobs with wide variation in description can be compared and ranked for salary-setting purposes. These systems have traditionally been seen as especially useful at the management level where most jobs are one-of-a-kind, making comparisons among positions difficult.

These systems work by independently evaluating jobs, assigning points to factors, then totalling points for each job; jobs with equal points are assumed to merit equal pay. The Norman Willis Consulting Co., in the Comparable Worth Study Phase II done for the state of Washington, lists (p.4) the relevant components of the jobs audited as:

Knowledge and Skills

- Job Knowledge
- Managerial Skills
- Interpersonal Communications Skills

Mental Demands

- Latitude for Independent Judgment
- Nature of Impact Upon End Result

*Working Conditions

- Physical Effect
- Hazards
- Discomforts

Jobs varying with one another among these factors may nonetheless be judged as equal in worth: e.g., a Maintenance Mechanic II and Secretary III are seen as equal in knowledge and skill requirements, Secretary III has higher mental demands and accountability factors, and Maintenance Mechanic more points for working conditions, earning Secretary III 197 points, Maintenance Mechanic II 199. Total point values covered a wide range from lab helper at 82 to the Governor at 5630.

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*Working Conditions as a category does not appear in the system for higher level jobs.

In the past few years these systems have made headway into state civil service systems as theoretical constructs, most notably in Washington and Idaho. This approach would seem to be extremely compatible with civil service since it provides such an objective means for establishing the relative salary position among disparate positions. The State of Washington accepted this notion in 1973 when it authorized the Willis Consulting Company to conduct an audit of the top 242 positions in state government (the Governor and other elected posts, and the top appointed and highest civil service positions). These results are published as "State of Washington Comprehensive Salary Study Project A: Management Position Evaluation and Salary Recommendations" and salary recommendations were implemented as of July 1976. At the University of Washington, the Hayes Consulting Firm was hired in 1973-74 to audit all exempt* positions on campus and to assign all positions to a grade level based upon the relative difficulty and worth of the positions to the University. This study was partially implemented in March 1974 (all jobs now conform at least to minimum recommended salaries), and with modifications will be fully implemented by July 1977.

In 1973, in a novel application of these evaluative systems, then Governor Daniel Evans of Washington authorized the audit of 121 classified staff positions in the Higher Education Personnel System (HEPB) and State Department of Personnel System (DOP). Positions were chosen as being held predominantly by men or predominantly by women (at least 70% of one sex). This study, known in Washington as the Willis Study of Comparable Worth, indicated on this sample of jobs that the State of Washington most likely has two separate pay systems: one for jobs held predominantly by men and one for jobs held predominantly by women. That is, there appeared to be a high degree of internal consistency among "men's" jobs, with those worth more points receiving higher salary and a similar consistency among "women's" jobs. BUT no women's job made as much as the poorest paid men's job at the same worth and in fact most women's jobs made less than all men's jobs regardless of worth.

The Willis Study on Classified Staff has had a much different reception than that made on high level management. While the latter has

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*Exempt from civil service regulations. Includes most middle- and upper-management non-academic positions.

already been accepted as valid both in concept and application and has been implemented, the former has received only a cool reception at best by the Legislature and is frequently criticized conceptually and methodologically. In response to some of the criticism and in an attempt to improve chances for implementation in September 1976, then-Governor Evans authorized an expanded audit to cover all 71 benchmark* positions in the State system. The current Legislature has taken no clear position on Comparable Worth as a means of setting state salaries, and Governor Ray has apparently suggested that further study is necessary.

RESULTS OF WILLIS STUDIES OF COMPARABLE WORTH AS APPLIED TO THE HEP SYSTEM

Results are presented here only for positions in the HEP system since it is most relevant for the University of Washington and updated information was easiest to obtain. Data are presented here in terms only of sex difference since the original Willis Study aimed at this population. Other preliminary studies at the UW would seem to indicate that minority status is another important, but as yet, unstudied variable. The omission of minority status is, thus, an indication of lack of data rather than lack of importance. Salaries for positions are presented as the arithmetic mean of the range of the 1976-77 assigned salary level. Positions are classified as "men's" jobs (at least 70% of persons holding positions are males), "women's" jobs (at least 70% of persons holding a position are females), "mixed" (between 30% and 70% of each sex participating in job title) and "unknown" (recreation leader and farm worker are so classified because the titles are not used at UW and sex of job holders was unavailable). When the two Willis studies are combined, a total of 87 HEP positions have been audited, including all of the benchmark positions.

An earlier study of the total classified staff of UW showed that most of the job titles are sex-segregated (82% of the titles have fewer than 30% of one sex or the other holding them; 79% of employees are on job

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*State salaries are presently set by a system whereby 71 benchmark positions are audited for equivalent pay in the community; all other salaries in the classified system are indexed off the benchmark (e.g., office assistant II=office assistant I + 3 steps; plumber=electrician).

classifications having less than 30% of one sex in them).* The sample of job titles audited by Willis includes 35 "men's" jobs (40.2%), 42 "women's" jobs (48.2%), 9 "mixed" jobs (10.3%) and one "unknown" (1.1%). The preponderance of "men's" and "women's" jobs in the Willis sample is in line with the overall classified staff.

A plotting of jobs showing the relationship between comparable worth points as found by Willis and the average monthly salary is presented in Graph 1. The curve in the graph is a mathematically derived curve-of-best-fit (for statisticians: $y = 996.56 \log x - 1323.07$, $r = .778$, level of significance = .00001). Roughly speaking, the curve represents an average, with as many jobs falling above as below.

Graph 2 shows only "men's" jobs and graph 3 only "women's" jobs. Note that only three "men's" jobs fall <u>below</u> the curve-of-best-fit and only two "women's" jobs fall <u>above</u> the curve. In fact, in no case does a "women's" job pay as well as a "man's" job of equal worth. When "men's" jobs and "women's" jobs are considered separately, different curves of best fit are derived:

<u>EQUATION OF LINE</u>	<u>r</u>	<u>SIGNIFICANCE OF r</u>
"Men's" jobs $y = 1093.29 \log x - 1412.33$	.922	.00001
"Women's" jobs $y = 827.18 \log x - 1063.43$	.886	.00001

Graph 4 shows these curves. For non-statisticians, the larger values of r mean that these curves better describe the relationship between points and salary than the combined line does. The significance of r indicates in all three cases that such a close relationship between points and salaries would be expected by chance alone only one time out of 100,000; one concludes that there is a real relationship between points and salary. The log function was chosen because it describes the relationship better than a straight line; that is, as jobs increase in point value, salary rises more rapidly at lower point value than it does at greater point value (preliminary results of research, including the

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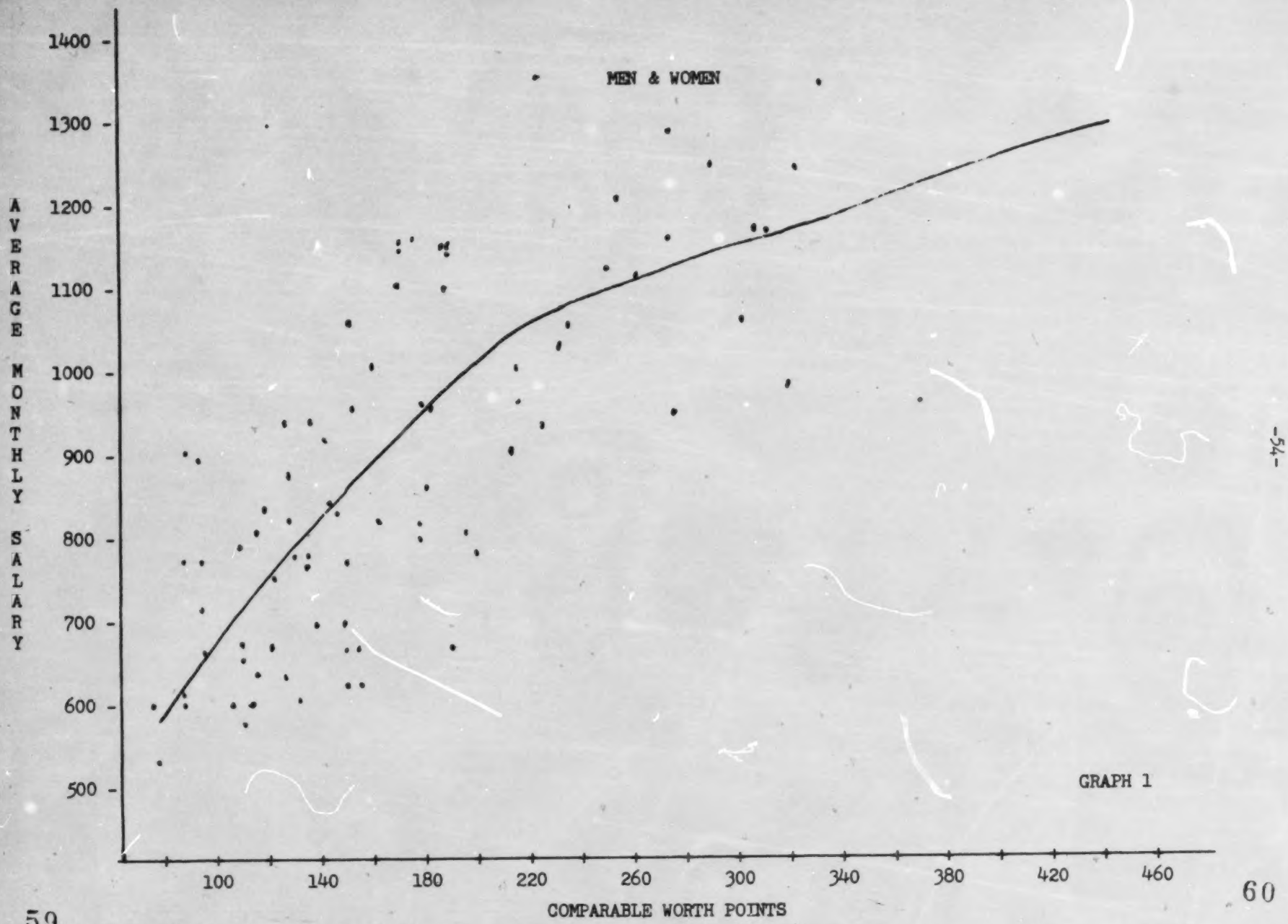
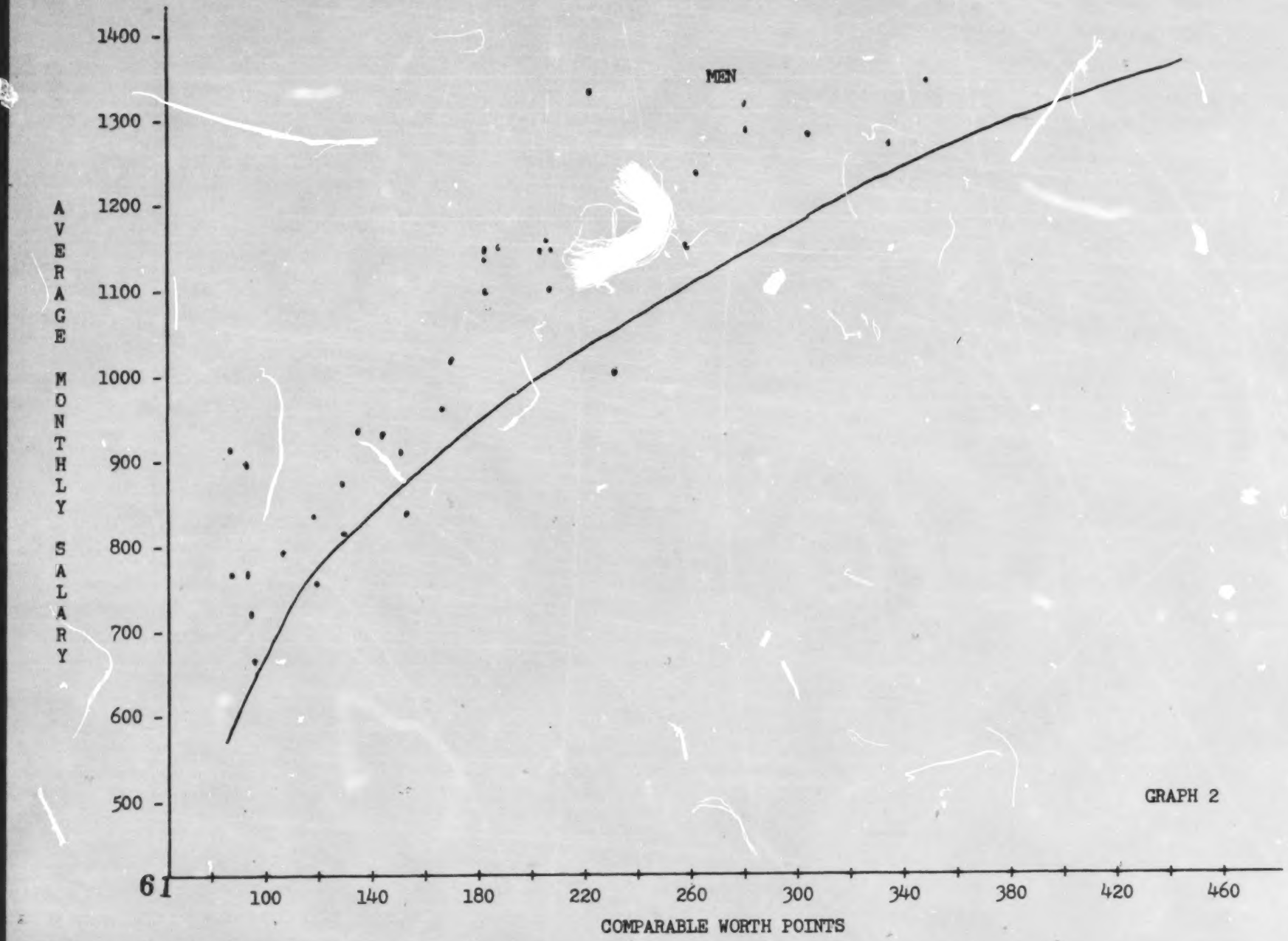
*Using a more stringent test of less than 15% participation by either sex, 76% of the positions are sex-segregated, and 64% of employees are in sex-segregated jobs. These patterns hold both for job titles with less than five persons in it, and those with six or more employees.

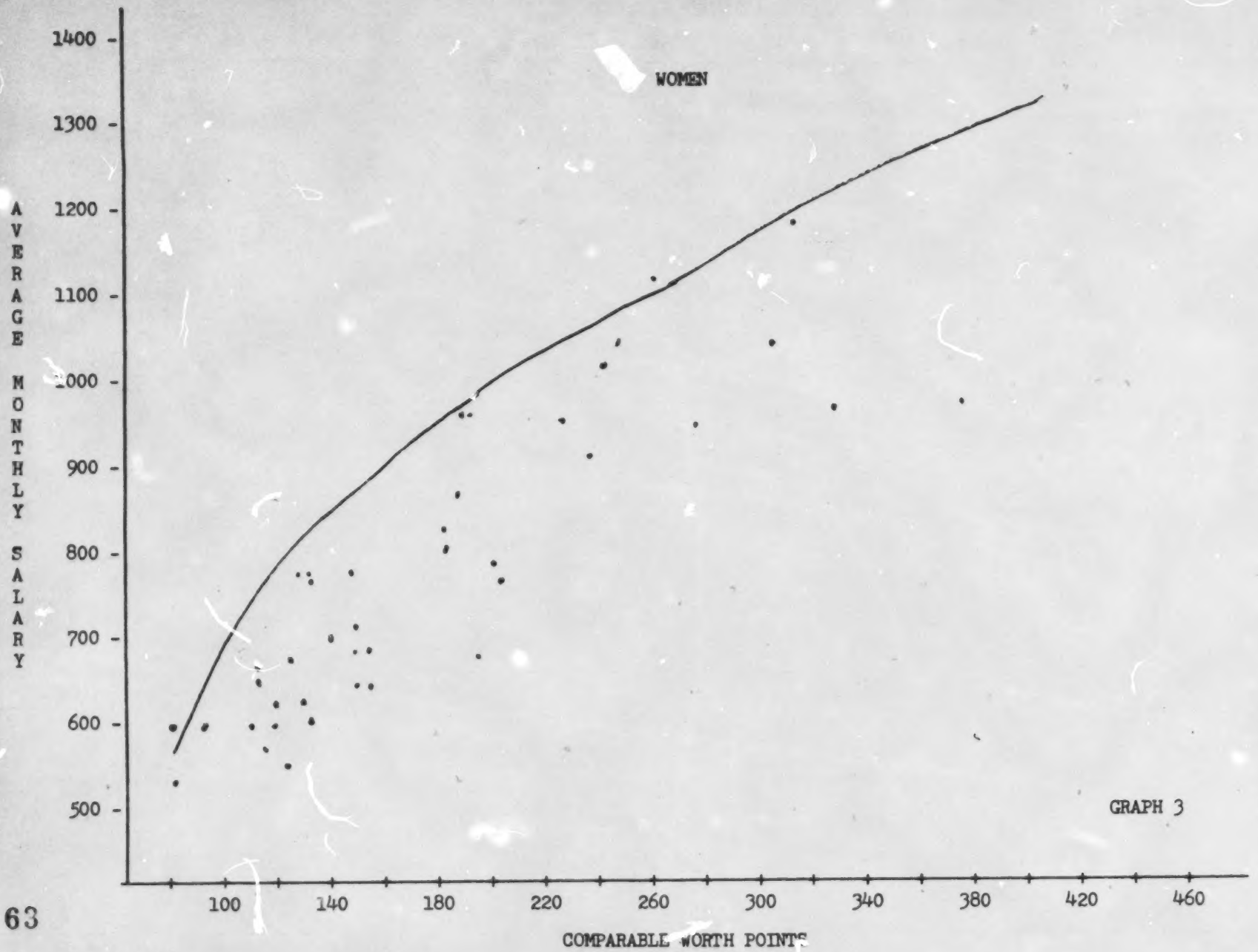

MEN & WOMEN
AVERAGE MONTHLY SALARY
1400
1300
1200
1100
1000
900
800
700
600
500
100
140
180
220
260
300
340
380
420
460
COMPARABLE WORTH POINTS

GRAPH 1

-54-


MEN
AVERAGE MONTHLY SALARY
1400
1300
1200
1100
1000
900
800
700
600
500
100
140
180
220
260
300
340
380
420
460
COMPARABLE WORTH POINTS

GRAPH 2


WOMEN
AVERAGE MONTHLY SALARY
1400
1300
1200
1100
1000
900
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700
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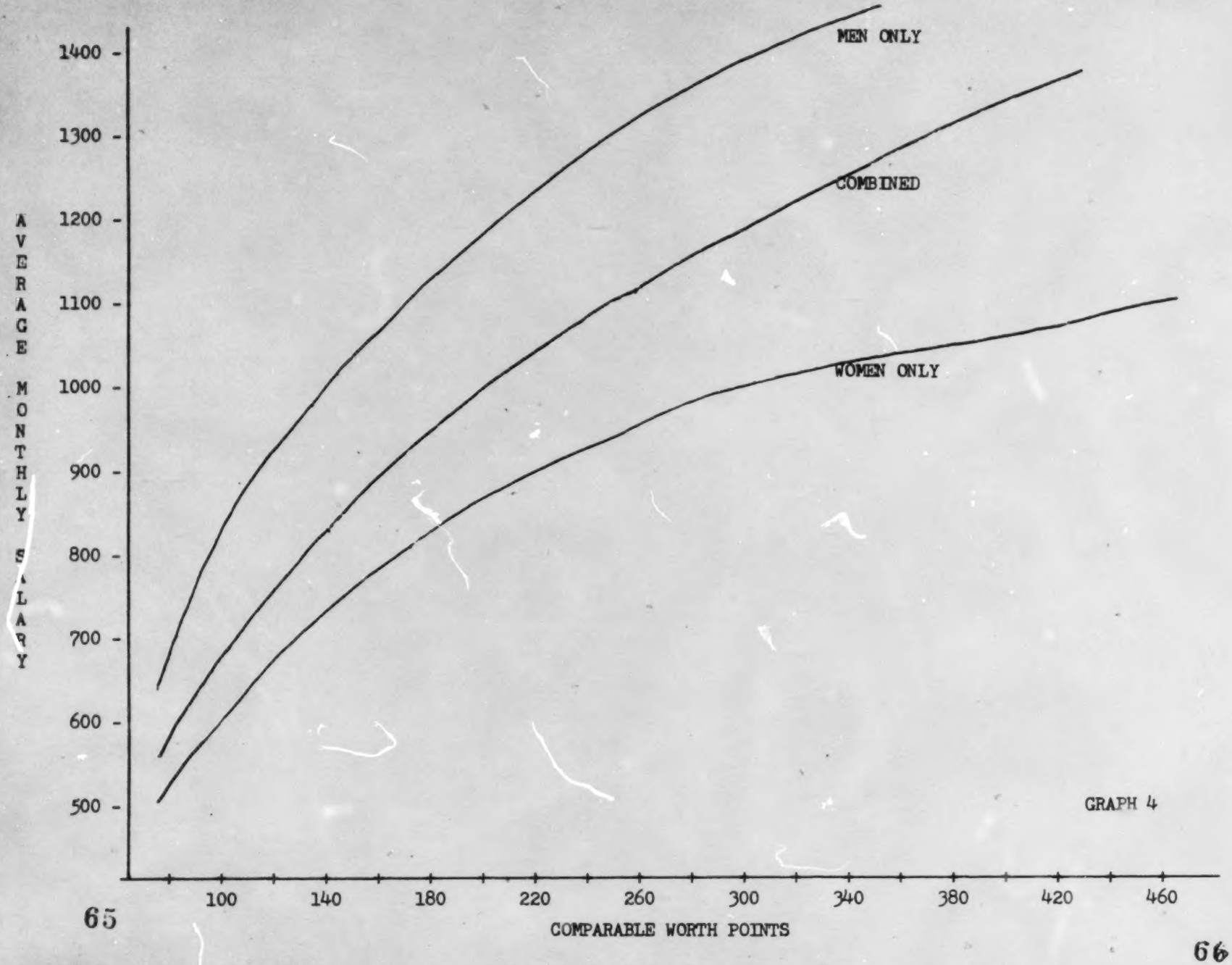
500
100
140
180
220
260
300
340
380
420
460
COMPARABLE WORTH POINTS

GRAPH 3


MEN ONLY
COMBINED
WOMEN ONLY
AVERAGE MONTHLY SALARY
1400
1300
1200
1100
1000
900
800
700
600
500
100
140
180
220
260
300
340
380
420
460
COMPARABLE WORTH POINTS

GRAPH 4

65

66

Willis work on highest paid state jobs, also show the log function to be more appropriate than a straight line).

What do these results mean? They show simply that "women's" jobs do not receive compensation in the same manner as "men's" jobs; persons in "women's" jobs must work harder and take on more responsibility to make wages equal to that paid in jobs held predominantly by men. At the lowest level jobs, the difference between "men's" and "women's" rate of pay is $150 per month; at the highest level of responsibility the difference is about $400 per month. The salaries of "women's" jobs average about 75% of those of "men's" jobs.

Are these findings an artifact of Willis' system? The results of the Hayes study on the exempt staff would say not. When looking at individual jobs rather than at job classification, the Hayes study found 39% (94 persons) of the women to be paid less than the minimum would recommend for the given level of work (length of service not considered), while only 20% (108 persons) of the men were below their grid. And at the top of the grid, 14% (79 persons) of the men made more than the maximum Hayes recommended, while only 5% of the women (11 persons) exceeded recommended salaries (again, length of service not considered). The University has acknowledged these sex differentials and taken steps to correct them.

Since State classified salaries are set by surveys of community salaries, it can be seen that community norms allow for a 25% differential between the marketplace value of the work done predominantly by men and that done predominantly by women. This differential militates against the integration of jobs by sex; the comparable worth studies show what men have apparently known all along: to do women's work, one must do much more for much less money.

The amount of deviation from the average, or expected salary can be shown as a percentage where expected salary is computed from the formula for the average line and

$$\text{percent of expected salary} = \frac{\text{salary - expected salary}}{\text{expected salary}} \times 100$$

a positive percent indicates the present salary is more than the expected; a negative percent indicates the present salary is less than one would expect. Table 1 summarizes the findings for the HEP system as a function of sex of job holders.

TABLE 1

PERCENT OF EXPECTED SALARY
AS A FUNCTION OF SEX OF JOB HOLDERS

	Less Than Expected		More Than Expected		TOTAL
	-32% to -10%	-9% to 0	0 to +9%	+10% to +42%	
Women's jobs	25	13	4	0	42
Mixed or Unknown	0	4	2	4	10
Men's jobs	0	3	4	28	35
TOTAL	25	20	10	32	87

It can be seen that only 34% of the jobs fall within 10% of the expected curve; 60% of the "women's" jobs deviate more than 10%, all in the negative direction, and 80% of the "men's" jobs make more than 10% above expectation. Table 2 lists all positions that have comparable worth values, showing points, present salary, expected salary, percent deviation from the expected salary, and sex of workers, where more than 70% are of the same sex.

TABLE 2

JOBS AUDITED BY WILLIS

IN ORDER OF % DEVIATION FROM EXPECTED

Job Title	Job Code	Points	Present Salary	Expected Salary	% Deviation From Expected	Sex of Majority of Workers
UNDERPAID						
Mental Health Specialist	6183	202	664	971	-32	Female
Licensed Practical Nurse I	6245	158	631	865	-27	"
Office Assistant I	2212	152	631	848	-26	"
Secretary III	2244	210	749	988	-24	"
Nurse Practitioner II	6230	385	961	1249	-23	"
Retail Clerk I	4325	126	631	768	-23	"
Office Assistant II-Typing	2221	132	616	788	-22	"
Secretary II	2243	159	680	868	-22	"
Administrative Services Manager A	2009	506	1087	1367	-20	"
Medical Records Technician I	6018	152	680	848	-20	"
Physical Therapist I	6130	328	961	1180	-19	"
Office Supervisor I	2215	203	788	973	-19	"
Library Technician I	4325	126	631	768	-18	"
Telephone Services Operator	2280	116	601	732	-18	"
Library Technician II	4326	152	697	848	-18	"
Office Assistant II	2211	110	586	709	-17	"
Clinical Technician I	6400	284	936	1118	-16	"
Cook I	4025	139	697	810	-14	"
Dental Assistant I	6470	116	631	732	-14	"
Legal Secretary	2240	187	808	938	-14	"
Recreation Coordinator I	4167	231	892	1029	-13	Unknown
Data Entry Operator III	2384	107	616	697	-12	Female
Program Assistant II	2256	187	828	938	-12	"
Editor I-Research	3755	233	913	1032	-12	"
Data Entry Operator II	2385	121	664	750	-11	"
Program Manager A	2015	315	1034	1162	-11	"

Table 2: Jobs Audited by Willis
In Order of % Deviation From Expected

Page 2

Job Title	Job Code	Points	Present Salary	Expected Salary	% Deviation From Expected	Sex of Majority of Workers
WITHIN 10%						
Accounting Assistant I	3050	110	647	709	- 9	Female
Library Technician III	4327	152	769	848	- 9	Female
Radiology Technician	6440	172	828	902	- 8	Mixed
Library Specialist I	4310	192	871	949	- 8	Female
Admissions Evaluator	4485	138	749	807	- 7	"
Accountant I	3020	232	961	1031	- 7	"
MCST Power Typist II	2264	135	749	797	- 6	"
Office Assistant I	2210	81	543	577	- 6	"
Food Service Worker I	4045	93	601	637	- 6	"
Accounting Assistant II	3051	132	749	788	- 5	"
Administrative Assistant B	2046	247	1009	1058	- 5	"
Drafting Technician II	4641	229	984	1025	- 4	Male
Farm Worker I	4540	98	631	659	- 4	Unknown
Information Specialist II	3775	254	1034	1070	- 3	Female
Cashier I	3070	108	680	701	- 3	Female
Gardener I	5120	123	731	757	- 3	Male
Mariner I	4960	149	828	840	- 1	Male
Computer Operator II	2371	155	849	857	- 1	Mixed
Research Technologist III	4861	326	1170	1177	- 1	Mixed
Information Specialist III	3776	324	1170	1174	0	Female
Graphics Design Illustrator I	3514	197	961	960	0	"
Building Service Supervisor	2022	192	961	949	1	"
Statistician	2032	274	1113	1102	1	"
Lab Helper	4790	82	601	583	3	"
Electronics Technician II	4741	259	1113	1078	3	Male
Custodian II	5020	97	680	650	4	Male
Buyer II	5120	291	1170	1128	4	Mixed
Gardener II	5121	127	808	771	5	Male
Programmer III	2342	334	1259	1188	6	"
Offset Duplicator Operator I	3631	123	808	757	7	"

Table 2: Jobs Audited by Willis
In Order of % Deviation From Expected

Page 3

Job Title	Job Code	Points	Present Salary	Expected Salary	% Deviation From Expected	Sex of Majority of Workers
OVERPAID						
Truck Driver I	5724	94	913	641	42	Male
Warehouse Worker	5742	97	892	655	36	"
Construction Coordinator	4685	219	1357	1006	35	"
Pharmacist	6035	284	1461	1118	31	"
Machinery Mechanic	5225	193	1200	960	26	"
Steam Engineer	5620	175	1113	909	22	"
Motorized Equipment Operator	5397	175	1113	909	22	"
Associate Facilities Engineer	4611	283	1357	1116	22	"
Offset Press Operator	3682	160	1061	870	22	"
Heavy Equipment Operator	5275	181	1113	924	21	"
Traffic Guide	2646	89	749	618	21	"
Media Maintenance Technician I	3530	174	1087	907	20	"
Utility Worker I	5265	130	936	781	20	"
Systems Analyst III	2312	426	1535	1292	19	"
Systems Programmer II	2321	282	1023	1115	19	"
Area Personnel Representative	2511	396	1461	1261	16	Mixed
Electrician	5340	197	1113	960	16	Male
Maintenance Mechanic II	5243	195	1113	956	16	"
Utilities Maintenance Worker	5260	96	749	650	15	"
Photographer I	3785	162	1009	876	15	"
Maintenance Mechanic I	5242	142	936	819	14	"
Trades Helper	5470	127	871	771	13	"
Safety Officer	2688	344	1357	1200	13	"
Carpenter	5330	197	1089	960	13	"
Stockroom Attendant	5766	120	828	747	11	"
Boiler Operator	5630	144	913	825	11	"
Media Technician II	3521	158	961	865	11	"
Security Guard	2264	110	788	709	11	"
Broadcaster Technician I	3552	301	1259	1143	10	"
Animal Technician II	4725	96	713	650	10	"
Auditor I	3031	266	1200	1089	10	"

DISCUSSION

The wide acceptability in the business community and some aspects of state government of systems for numerically evaluating and comparing jobs demonstrates that these systems are accurately reflecting the factors determining "market values." One can imagine that should these systems lack validity (should one, for example, show that a low-level manager position needed to be elevated to a high level of pay) the results would be rejected and no more surveys would be made. The State of Washington position is interesting in this context. Two surveys were conducted in 1973-74; one showed more or less what the managers believed to be the case and therefore were willing to accept, and these findings and recommended salary increases have already been implemented. The second study, done with the same methodology by the same consulting firm, shows results the Governor and Legislators do not believe to be the case and so cannot/will not accept or implement. After all, a belief in setting salaries by the marketplace values assumes that the marketplace is fair and that variations are based upon real worth, not factors such as sex.

One should keep in mind that the unaccepted Willis study--the one on classified staff--is not devoid of face validity. In fact, if one considers separately those jobs held predominantly by women or predominantly by men one finds within each group exactly the high degree of face validity needed in order for these systems to gain accessibility. That is, within each group, there is a very high correlation (r approximately .9) between salary and a function of worth points; as worth increases, so does salary, and in an orderly, predictable fashion. The unacceptability of the Willis Classified Staff Study lies, then, not in face validity or methodology *per se*, but in the fact that the results show clearly differential treatment that coincides with the sex of the persons holding the positions, and this differential conflicts with two fundamental assumptions of marketplace values: that they are fair, and that the jobs done by women are not worth as much as those done by men.

The Willis study has made it possible to view the workings of the marketplace from the point of view of the marketplace. The results conflict with fundamental assumptions of the fairness of the system. This conflict must be dealt with either by changing the assumptions that

the market is fair, by changing the behavior of the marketplace, or by justifying maintenance of the present system. To accomplish the latter, one must somehow "reasonably" explain how we can continue to pay one class of employees (women) at a lower rate of pay in order to maintain another group of employees (men) at an artificially high one. Before the comparable worth studies it was argued that the salaries represented a continuum and that it was merely coincidental that it was primarily women who held those jobs which had the least worth and therefore lowest salaries. The University of Iowa has apparently "solved" the conflict by assigning jobs to a worth salary, then merely adding on marketplace value to give salaries the level they are already getting (Spokeswomen, February 1977). That men were the only recipients of marketplace bonuses has resulted in a recent lawsuit. This suit will no doubt take several years to reach conclusion. Meanwhile, it would seem reasonable to consider all alternatives.

A move simply to redefine the marketplace as unfair may present legal difficulties as well. Federal discrimination law holds that a seemingly fair procedure may be judged illegal if, in its equal application to all groups, it can be demonstrated that it results in unequal treatment of protected groups. Under this concept, the setting of salaries, by equating them to those paid to a sampling of equivalent jobs in the marketplace could be judged as a discriminatory procedure since it results in consistently lower wages to women as a class. We should also keep in mind that as long as "women's" work pays less than "men's" work, there will be little integration of job by sex; men will not want to accept "women's" work because of its low value and will continue to resist the movement of women into "men's" jobs because, due to a limited number of positions, the process could eventually result in forcing men to accept employment in "women's" jobs.

We are left with the option of somehow eliminating the differential between "men's" jobs and "women's" jobs. Even this course is fraught with difficulties. Willis recommends that more jobs be audited before a final statistical model for all employees be settled upon. This would indeed seem essential; otherwise one accepts the benchmark and index system as is and merely changes benchmark salaries. It is probable, for

example, that the indexing system reflects the same marketplace biases as the benchmark salaries do. Thus, cursory examination of the salary structure shows most clerical ("women's") jobs as having only three salary grids (7.5%) difference between job titles in the same series, whereas many "men's" jobs appear to have four to seven (10 to 17.5%). This compression for "women's" jobs accentuates the chronic underpayment problems. The Office Assistant series appears to illustrate this problem: Office Assistant I deviates from the expected salary by -6%, Office Assistant II by -17%, Office Assistant II-Typing by -22%, and Office Assistant III by -26%. These jobs would appear to need greater ranges between jobs as they increase in difficulty and responsibility. On the other hand, the Programmer III salary is only 6% over the expected one while the Systems Analyst III salary exceeds expectation by 19% (note also, at UW, women are making progress getting Programmer III positions but are experiencing greater difficulty "integrating" the Systems Analyst III level). In the Programmer Analyst series it would appear that smaller increases between classifications would be more appropriate.

But it is not indexing alone that must be questioned. The curve of expectation generated here was done so statistically, not humanistically, or in other "reasoned" fashion. One might question whether even the lowest point value jobs should be paid as little as they are (a family of three could qualify for food stamps, and a larger one for welfare payment on the full-time take home pay of the lower point "women's" jobs). And one must somewhat answer the question of how to set salary parameters in the future; what benchmarks should be established to guarantee responsiveness in State salaries to cost of living increases? Does one lift the pay rate of "women's" jobs to match that of "men's" jobs? Does one lower the pay rate of "men's" jobs to match those of "women's" jobs? What is a reasonable time frame for adjustments? Is the notion of comparable worth as a means of setting salary politically feasible? Are we willing to remain in a holding pattern until forced to change by judicial ruling?

The concept of equal pay for equal work is inadequate for the present job situation; most employees are in positions held predominantly by men or predominantly by women, so that side-by-side comparison rarely

occurs. The concept of equal pay for equal worth, or comparable worth, offers an opportunity to rectify inequalities existing across job titles. Research so far indicates that inequalities exist and are of great magnitude. Because these inequalities are part of our market-value system of justifying salaries, there is great resistance to taking corrective action.

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